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ABSTRACT

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking cluster for grades 5 and 6 offers opportunities for learning about jobs by involving the students in activities that can be reproduced or simulated in the classroom. It also stresses pre-occupational learning, with job interviewing simulation. A 31-page appendix provides a booklist, instructional materials, and other teaching suggestions. (Author/MF)

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CONSUMER

FASHION SHOW

and

HOMEMAKING 2

5 - 6

SCHOOL PROGRAMS IN CAREER EDUCATION

SPICE

Manual for Career Education 5-6

Curriculum Guide

Developed by
The Staff of School Programs in Career Education
Bruce Hinton, Director
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VT-101-993

Published by
The Knox County Schools
Knoxville, Tennessee
Mildred E. Doyle, Superintendent

FOREWORD

PHILOSOPHY

The world of work is a dynamic, swiftly changing aspect of modern life. Jobs that are flourishing today may not even exist twelve years from now. Children whose only exposure to career education is from their parents may find themselves left far behind in our competitive, technical age.

The increased change in the job market must be counterbalanced by an increased awareness on the part of students who, heretofore, have waited until their late teens to concern themselves about a career. All education, all school K-12, is a part of the process of building a career.

Students at the middle school level (6, 7, 8) must frequently make course decisions that will affect their future job plans and prospects. In years past students entering this intermediate stage of their educational development had little if any career orientation and direction. Their selection of courses was often erratic and based upon frivolous considerations such as sports, friendships, and popularity. Later in high school many of these students discovered that they had irreversibly eliminated many of the most desirable careers because they had not taken school or the future seriously.

Children have, for some years, looked upon work with mixed feelings. Many have come to see work as a necessary evil which may eventually be eliminated. Work as a way of life needs a better image. There is not only monetary reward in work but there is also fulfillment and satisfaction. There must be re-created in children a true respect for work as well as an appreciation for a job well done, regardless of the type of work. Children must come to see that there is dignity in all work.

GENERAL OBJECTIVES

To integrate career education concepts into the existing elementary curriculum K-6 in order that students may broaden their knowledge and understanding of careers and develop a true appreciation and understanding of themselves - their abilities, limitations and attitudes, as these relate to a future career.

SPECIFIC OBJECTIVES

Self-Concept

1. To help each student develop the ability to assess himself - his abilities, ambitions, and prejudices, as they relate to a career.
2. To help each student see himself as important and necessary to the community.

3. To help each student appreciate his abilities regardless of the career to which they may relate.

4. To help each student realize that getting along with other people is the key to a successful career and that this comes by first accepting himself.

Dignity of Work

1. To help students develop an appreciation for work and for the dignity of any job well done.

2. To help students realize that all work is important and necessary.

3. To help students know and accept the fact that workers work for many different rewards and satisfactions and that money isn't necessarily the most important objective.

4. To help students understand that any productive worker is to be respected.

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Change is Constant in Careers

1. To help students think of the world of work as changing. To help them understand that some jobs are eliminated and that others are created by change.

2. To help students appreciate the many new jobs that have been created by technology and social change.

3. To help students plan for a world of change where they may be retrained many times.

Relevance of School to Work

1. To help students relate school to work and realize that school helps now and will also help to prepare for the future.

2. To help students understand that school attendance is a part of the process of developing self-concepts and learning to get along with others.

3. To help students understand that basic skills such as reading, writing, spelling, math, and speech are skills which have a high carry-over value where jobs and careers are concerned.

4. To help students recognize that a career must be built slowly and that the school is the best framework within which a career may be built.

5. To help students understand that the gaining of much knowledge about jobs and themselves is an important part of the process of choosing a career.

The Curriculum

The career education curriculum here presented is developed in such a way as to give the teacher maximum flexibility. Each unit may be an adjunct to the existing curriculum. This is to say, it may be taught as a separate subject. On the other hand, the teacher, if she so desires, may incorporate aspects of career education into all areas of her curriculum, including math, language arts, and science. At the most comprehensive level, the teacher may use the S.P.I.C.E. units as her total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art.

The units are prepared for multigrade or nongraded classrooms as well as the self-contained classroom. Units are developed in three blocks: K-1-2, 3-4, 5-6. The teacher may use as much or as little of a unit as she sees fit, depending upon the capacity and interest of the class. Supplementary materials are contained in the resource kit which accompanies each unit guide. Additional help and materials may be obtained through the project coordinators. The coordinators will assist the teacher in planning her unit, utilizing materials, acquiring additional materials, obtaining resource persons, and aiding to some extent with classroom activities.

The curriculum guide is given as an outline of what might be done in teaching about a particular job cluster. The teacher should feel free to supplement, alter, or replace any teaching technique or suggested activity with those of her own. The teacher should also feel free to acquire and to use additional materials not contained in the resource kit.

The Teacher

Career education does not represent a new subject. Many teachers have taught career education for years without giving it a name. Career education is any education which attempts to help the child find himself, his abilities, and his ambitions, as well as to teach him something about the world of work and what life is like there - in the real world - outside the classroom - where he must live most of his life.

The only change that need take place in the teacher is a change in emphasis. Instead of simply teaching children to read or write or do math, teach them the purpose in learning these skills. Help them see how these skills are related to later school years and beyond that to a career.

The good career education teacher has other attributes which are always a part of a good teacher, such as understanding and a concern for children. This, at the elementary level, may be called guidance. In practice it means patience; it means letting children discover themselves in a way that will be acceptable to them; it means helping each child feel proud of his abilities without feeling inferior because of those he does not possess. It means making a child feel pride in any job or career that interests him; and it means developing among her pupils an appreciation for all kinds of work and for all kinds of people.

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General Scope

This cluster offers many rich opportunities for boys and girls to learn about jobs in consumer and homemaking. Many of the skills used by workers in this cluster can be reproduced in the classroom: cooking, serving, sewing, furnishing, decorating, caring for children, etc. Since experience is considered the best teacher, it is recommended that the teacher employ as many involvement activities as possible. The teacher should stress how important this cluster is for all students whether or not they would consider a career in consumer and homemaking. Many times in life men, as well as women, find themselves in situations where they need to know how to cook, sew, wash clothes, iron, etc.

This unit will give the children many opportunities to see the other students perform in skits, games, and activities. This is a part of self-concept, and it is hoped that the teacher will help the students understand themselves and see how certain behavior leads to success while other behavior leads to failure.

Concepts

1. Observation of people at work helps improve knowledge about careers.
2. Interaction between workers helps improve knowledge about careers in consumer and homemaking.
3. Individuals in consumer and homemaking are qualified to perform in many different occupations.
4. Technological and sociological changes eliminate and create jobs in consumer and homemaking.
5. Information about careers is needed by all individuals in consumer and homemaking occupations.
6. Leisure-time activities (hobbies, etc.) affect career choice in consumer and homemaking careers.
7. Careers are grouped by families in the consumer and homemaking cluster.
8. The consumer and homemaking cluster is related to other job clusters.

This unit will also stress pre-occupational learning. Students will simulate job interviewing and will discuss how one should dress, talk, and act when applying for a job. It will all be in fun, yet the students will learn many things that will help them throughout life.

SCOPE	ACTIVITIES	RESOURCES

I. **Concept:** Observation of people at work helps improve knowledge about careers.

II. **Concept:** Interaction between workers helps improve knowledge about careers in consumer and homemaking.

A. There are many skills related to consumer and homemaking occupations which boys and girls can learn by observing others work.

1. The children should discuss the meaning of "observing":

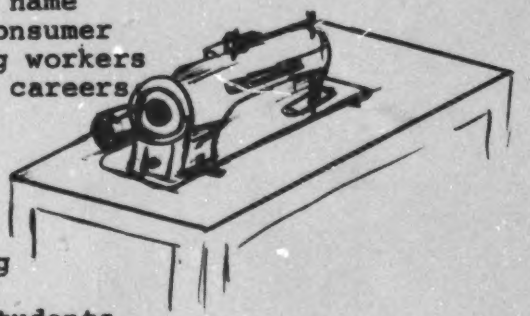
   a. What is another word for "observing"?
   b. What can we learn by ovserving others?
   c. Name something you have learned to do by observing someone else:

      (1) Ride a bike
      (2) Make a bird house
      (3) Plant flowers
      (4) Iron
      (5) Wash dishes
      (6) Sew

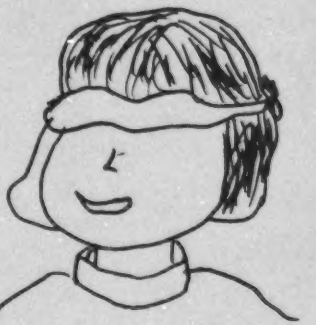
B. Many children already know many of the skills used by workers in consumer and homemaking occupations.

2. Have students name skills that consumer and homemaking workers need in their careers.

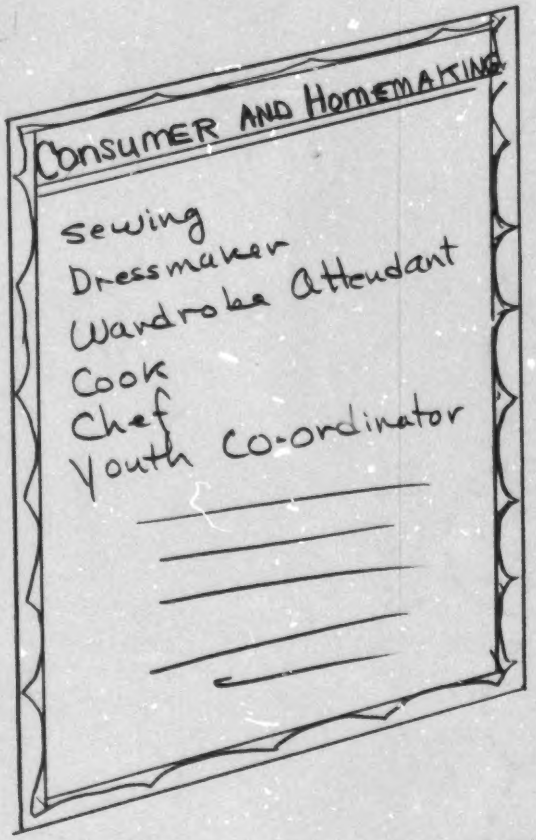
   a. Sweeping
   b. Cooking
   c. Sewing
   d. Serving
   e. Decorating



Now let the students indicate which of these skills they can do.

SCOPE	ACTIVITIES	RESOURCES
C. The children should be helped to see that they have learned many things by observing. This concept might be made clearer by letting the students see what happens when one is not able to observe.	3. Lead the students in discussing the following: a. How they learned these skills. b. Name jobs they have learned by observing their mothers. c. Name jobs they have learned by observing their fathers. d. Name a skill learned by watching television. e. Name skills learned by watching brothers and sisters.	
Children should be made aware of their senses and how important each is. Learning the value of the senses - seeing, tasting, feeling, hearing, smelling - is extremely valuable to the individual. Many jobs and careers could not be carried on without these senses. Learning to appreciate these natural gifts is a part of self-concept.	4. This concept might be made clearer by doing the following experiment: a. Blindfold two or three students. b. Select something that can be learned more quickly by observing than in any other way: for example, putting staples into a staples, opening a stapler for stapling items onto the bulletin board, or many other things the teacher can devise.	

SCOPE	ACTIVITIES	RESOURCES
	c. Show the rest of the class how it is done. d. Unblindfold the students and then ask one of them to perform the task. Chances are the student will not be able to complete the task as quickly as one of the children who has observed.	
D. Students should be reminded that we learn much by observing others and that they should practice this skill while observing the following activities.	5. There are many activities in which students can participate to acquire practical experience in skills used in consumer and homemaking. The class could be presented the following list and allowed to select one activity. Before presenting the list of activites, ask the class to do the following: a. Write down on a piece of paper the things they learn as they observe the activities.	



b. Prepare a poster with the job titles for consumer and homemaking listed on it. As the children observe each activity, have them list the titles of the jobs they feel would be related to the activity. For example, the dressmaking activity would relate to:

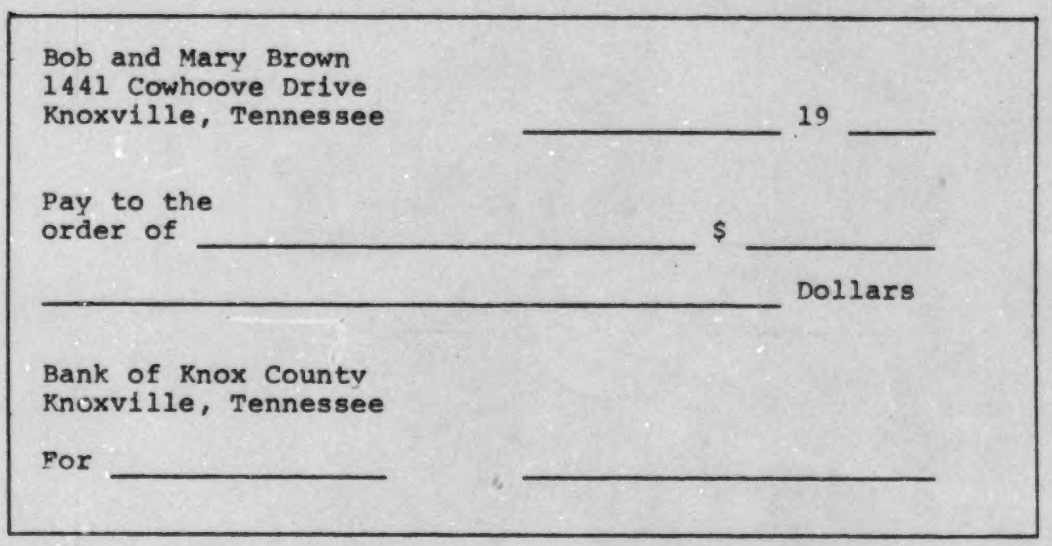
1. Sewing
2. Dressmaking
3. Homemaking
4. Seamstress
5. Wardrobe attendant
6. Fashions
7. Youth coordinator
8. Clothing manager

Activities List:

a. Kinds of Food - This group could explore the kinds of foods we eat, where they come from, how they are processed, which ones we need for a balanced diet, which ones they have tried, etc. Pictures of different foods for a bulletin board or scrapbook could be found in various old home journals and family magazines.

SCOPE	ACTIVITIES	RESOURCES
	b. <u>Modeling</u> - Let a group present tips on how to model clothes. These students may already know something about the subject. They may get additional information from fashion magazines, friends, parents, and perhaps Marci Pape, Youth Director at Miller's Department Store. The students will want to role-play fashion modeling for the class. The store might even provide new fashions for them. c. <u>Checks</u> - A group may want to instruct the class in how to write a check. First, the students will need to obtain some blank checks from a bank or perhaps make their own on ditto. A model check should be drawn on acetate for the overhead projector. One of the students could demonstrate to the others how to write a check. The teacher will be able to serve as a resource person for this group; however, the group might also want to invite a banker to talk to the class about money.	Marci Pape Miller's Department Store, 524-4040

SCOPE	ACTIVITIES	RESOURCES



Bob and Mary Brown
1441 Cowhoove Drive
Knoxville, Tennessee

_____ 19 ____

Pay to the
order of _____ $ _____

_____ Dollars

Bank of Knox County
Knoxville, Tennessee

For _____ _____

The class should discuss some of the following with a guest speaker: Why people use checks; why checks are safe; some of the reasons why people put their money in banks; and some of the problems with keeping a bank balance. This would also be a good math-related activity.

Mr. Ben Hanna, Park National Bank, could be called on as a guest speaker.

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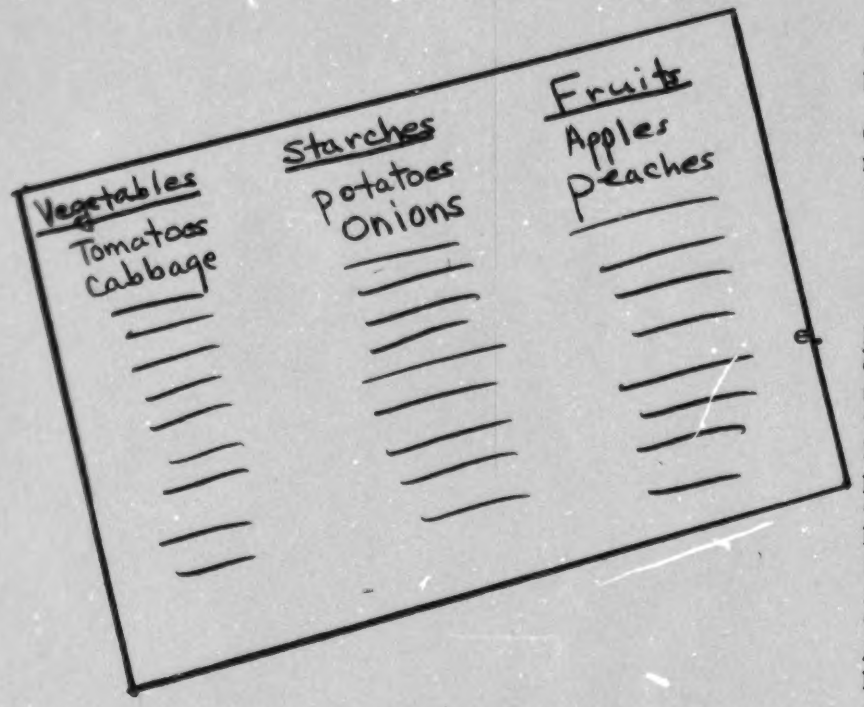
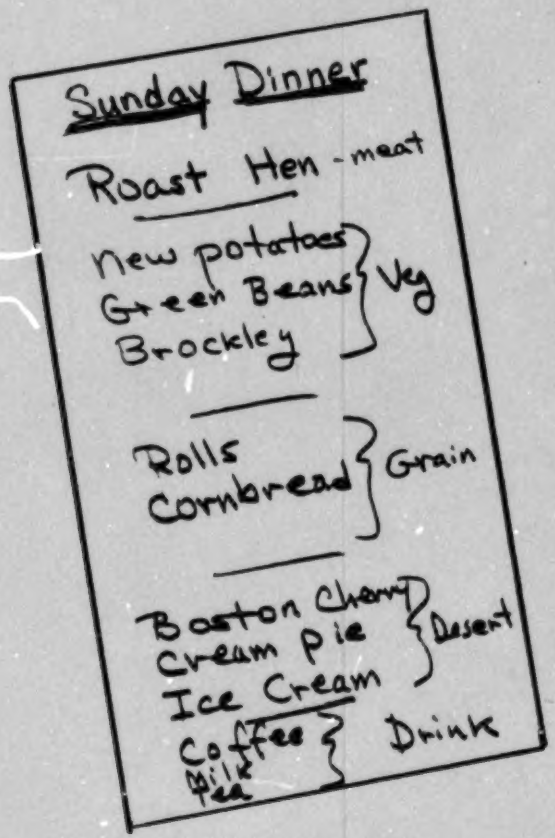
SCOPE	ACTIVITIES	RESOURCES
	d. Planning Meals - Have a group present information about planning a meal. The school cook might agree to talk on the subject of meal planning for the school. Perhaps the cook will explain how she plans the meals for a week.	
	Other resource people might be obtained. Let this group plan a meal.	Mrs. Helen Reagan, Knox County Schools Food Service Supervisor. 525-6261
	e. Bank Account - A student (or students) could show other students how to open a bank account. Role-play: One student plays the part of a customer and another the banker. The necessary forms for opening a checking account could be obtained from a local bank. A ditto copy could be handed to each student and each student could practice filling out the form. Play money could be made and each student could deposit a certain amount of money. The students might also be interested in setting up a savings account.	Samples of these forms are given further on.

SCOPE	ACTIVITIES	RESOURCES
	f. Classified Ad - Students could study classified ads in a newspaper. A student (or students) could check with a local newspaper to see how much a line costs, how many words are in a line, and how much a word costs. The students could make up a classified ad and write it on the board for practice. They could then check with a newspaper to see how much it would cost. Students might like to go through the -lassified ad section to see how many different things are listed, and finally each student could write an ad of his own. Students could make a scrapbook of unusual ads.	
	g. Specials of the Week Contest - Two groups of two students are given twenty-five dollars with which to buy groceries for the week. Each group makes a grocery list of its purchases. The class or the teacher may decide which group spent its money most wisely. Let students discuss bargain-hunting.	At S.P.I.C.E a gameboard called SHOPPING is available.

For Sale

Lawn mower-one year old. like new-call 471-8171

Set of children's encyclopedias -six months old $50.00. Call 577-5921



h. Grocery List of Sunday Dinner - Let a student (or students) plan a Sunday dinner for his family and some friends or relatives. Let students discuss "Sunday Dinner" or perhaps "Thanksgiving Dinner." What they like to eat and where it comes from could be discussed.

i. Grocery Store - Let several students set up a grocery store in the classroom. Students could bring empty containers from home. The students could arrange their products on a table according to the way these items are arranged in a real supermarket: cereals, spices, shortening, etc. Signs with these words printed on them could be made on poster board or tag board.

The students might like to invite a supermarket manager in to tell about his work. After the presentation, discuss shopping and let students tell about their own experiences.

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The class might like to set aside a bargain corner on the bulletin board. Each day students could go through a local paper and take out the best bargains and put them in the bargain corner.

j. Playhouse - Build a playhouse from heavy cardboard. Let students decorate it and make play furniture to go in it.

k. Play House - A group of students might like to play house by taking the roles of father, mother, brother, sister. Make a skit around "Who's going to wash the car?"

l. Used Cars - How to buy a used car. Let students check with various mechanics to get pointers on how to buy a used car, what to look for, and how much to pay. The students could break the price down to see how much of the purchasing price goes for
(1) The car
(2) Local taxes
(3) Federal taxes
(4) Financing
(5) Insurance

ABBREVIATED LIST OF CONSUMER AND HOMEMAKING ACTIVITIES

1. Dressing baby (use doll)
2. Feeding baby (use doll)
3. Holding baby (use doll)
4. Diapering baby (use doll)
5. Making bed

6. Making Kool-Aid
7. Washing dishes
8. Cooking
9. Washing clothes
10. Using an automatic washer

11. Using an automatic dryer
12. Setting table
13. Having a birthday party
14. Budgeting
15. Sweeping

16. Dustmopping
17. Covering furniture
18. Selecting furniture
19. Coordinating furnishings and decor
20. Discussing children's allowance

21. Shopping for bargains
22. Answering job ads
23. Writing a job ad
24. Putting up curtains
25. Filling out W-2 forms

26. Writing check
27. Getting a work permit
28. Discussing child labor laws
29. Listing jobs children can do to earn money
30. Getting a birth certificate for a job

31. Budgeting a month's income
32. Selling through newspaper ad
33. Saving money
34. Understanding sales tax
35. Listing things to eat for breakfast

36. Planning meals
37. Sewing on buttons
38. Making clothes
39. Restoring old furniture
40. Discussing how to save on the grocery budget

41. Listing things a family can do together that do not cost
42. Making a Christmas list on a limited budget
43. Listing the best kind of presents to get for Dad, Mom, Sister, Brother
44. Listing kinds of food we eat
45. Waxing floors

46. Hanging curtains
47. Making cookies
48. Washing hair
49. Ironing clothes
50. Washing different types of fabrics

51. Drying different types of fabrics
52. Cleaning windows
53. Keeping the yard
54. Things for the garden--tools
55. Vacuuming

56. Comparing types of carpeting
57. Comparing types of vinyl
58. Cleaning carpeting
59. Mopping floor
60. Interviewing for job

61. Doing chores at home
62. Fixing a burned-out light
63. Cleaning stove
64. Cleaning refrigerator
65. Keeping clothes in good repair

66. Getting spots out of clothes
67. Patching pants
68. Comparing old and new catalogs
69. Making out catalog order
70. Calling in order

71. Knitting
72. Caring for shoes
73. Making cardboard playhouse
74. Carpeting piece of cardboard
75. Modeling clothes

76. Baking bread (homemade)
77. Setting up grocery store in class
78. Learning how foods are dated in store
79. Learning how to tell when foods are fresh
80. Discussing how to babysit

81. Decorating child's room
82. Making things from scrap cloth
83. Caring for the new baby
84. Keeping a checkbook, stubbing, etc.
85. Getting a social security number

86. Filling out job application
87. Applying for credit
88. Getting work permit
89. Learning about minimum wages

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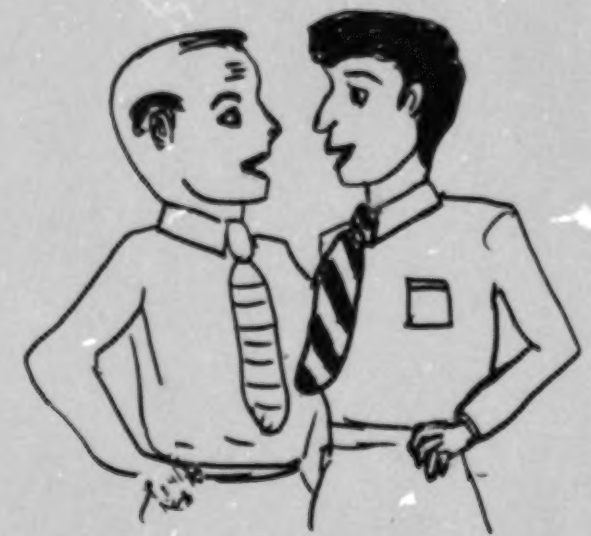

Questions: These are questions that might be asked at the end of each activity:

1. How many things could the workers learn from each other?
2. Is it important that they work well together?
3. What happens if they do not?
4. Which is more important: learning new skills or learning to get along with people?
5. How did the workers communicate?
6. Did they learn from each other? List some of the things.
7. Did they work well together?
8. What comments do students have about the activity?

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SCOPE	ACTIVITIES	RESOURCES
E. Children learn many things about themselves and others by observing others perform. The teacher should encourage her children to be keen observers of human nature. She should also help them interpret what they observe. Discuss such questions as the following: 1. Was everyone involved in the activity? 2. Did everyone appear to be happy? 3. Did one or more students direct the activity? 4. Did the groups do better when everybody talked or when nobody said much? 5. What did you think about those who never said anything?	The children might like to judge each group according to the following: a. The most cooperative b. The friendliest c. The fastest working d. The slowest working e. The smoothest working f. The group I liked best The children might also discuss how these could apply to a job.	

SCOPE	ACTIVITIES	RESOURCES
III.	**Concept:** Individuals in consumer and homemaking are qualified to perform in many different occupations.	
IV.	**Concept:** Technological and sociological changes eliminate and create jobs in consumer and homemaking.	
A. Many jobs in consumer and homemaking share related skills. The caterer does many things that are done by the professional cook. The purpose of this concept is to help students see that many of the same skills are used in many different jobs. The students will probably be proud to know that they already possess many of the skills required by jobs in consumer and homemaking. They will most likely look forward to learning others.	1. Let the students discuss the following jobs with these purposes in mind: a. Discovering how many of the same skills are needed by all the jobs b. Discovering how many skills are almost alike c. Listing The student can do this activity using the following jobs from consumer and homemaking: a. Caterer b. Chef c. Restaurant cook d. Waiter e. Waitress f. Food products tester	Students may refer to the job descriptions in the appendix.

g. Plant hostess
h. Kitchen supervisor
i. Head cook
j. Food service supervisor
k. Caterer helper
l. Maid

2. Questions and Projects

a. Are jobs in consumer and homemaking likely to be changed by technological and sociological change?

b. Name some inventions that have changed the nature of these jobs.

c. Let students cut from magazines pictures of new gadgets for the home and make a bulletin board. They could discuss each one and try to decide what people did before the gadget was invented.

d. What new discoveries or new machines in recent years have changed the nature of these jobs?

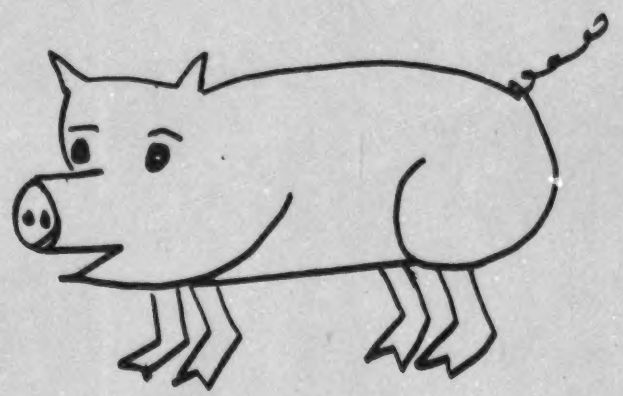
e. Do a study of the home going back to the pioneer days. Show how the nature of housework has changed in recent years.

f. Make a scrapbook of the pioneer house and of the modern home, contrasting the two homes (one on one page, the other on the opposite page of the scrapbook).

g. Let students make models of each home from cardboard boxes or other materials. Students could furnish and decorate each house with models made from cardboard and other materials.

h. Do art work of the pioneer housewife doing jobs and of the modern housewife using modern appliances. This could be used as a bulletin board.

SCOPE	ACTIVITIES	RESOURCES



i. Students might want to have a "pioneer home day" and bring old home utensils, appliances, and gadgets to display for the class and school.

j. An older person might be invited to come in and talk about "the way homemaking used to be." Most communities have a historian or other person who will gladly talk about the history of the region.

KUB Phone: 524-2911
Mrs. Ellen Monroe
KUB

Mrs. Ann Dooley
KUB

Linda Cruze
KUB

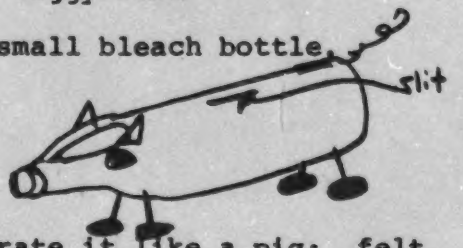
Becky Davis
Kub

k. Creative writing subjects:

(1) If I Had $100
(2) My Christmas Budget
(3) Things I Want to Save For
(4) Why Is Saving So Hard to Do?
(5) How I Spend My Allowance
(6) Should I Work for My Allowance?
(7) What I Want Most For Christmas (My Birthday)
(8) My Imaginary House

Piggy Bank

Use small bleach bottle.



Decorate it like a pig: felt ears, felt eyes , tail (use thin piece of plastic from another bleach bottle and curl it), legs from plastic straw, feet from bleach bottle plastic. Color with magic marker.

(9) Things I Like to Do Around the Yard
(10) I Like Flowers
(11) China Is for Me (Dishes)
(12) I Like All Kinds of Curtains
(13) My Favorite House Plan
(14) Silverware Is What I Like
(15) I Like to Tend to the Baby
(16) I Like Handling Money
(17) I Like to Cook - Here Are My Specialities
(18) I Want to Tell You How I Decorated My Room
(19) I Collect Dolls
(20) I Like to Work with Potted Plants
(21) I Want to Tell You about My Aquarium
(22) Ways I Earn Money
(23) I Like Working with Children
(24) Sewing Is What I Like
(25) I Like to Decorate for Parties

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SCOPE	ACTIVITIES	RESOURCES

V. **Concept: Information about careers is needed by all individuals in consumer and homemaking occupations.**

A. Information about jobs is often taught in home economic classes. Since career awareness is so much a part of this cluster, the subject will be considered in more depth under this concept.

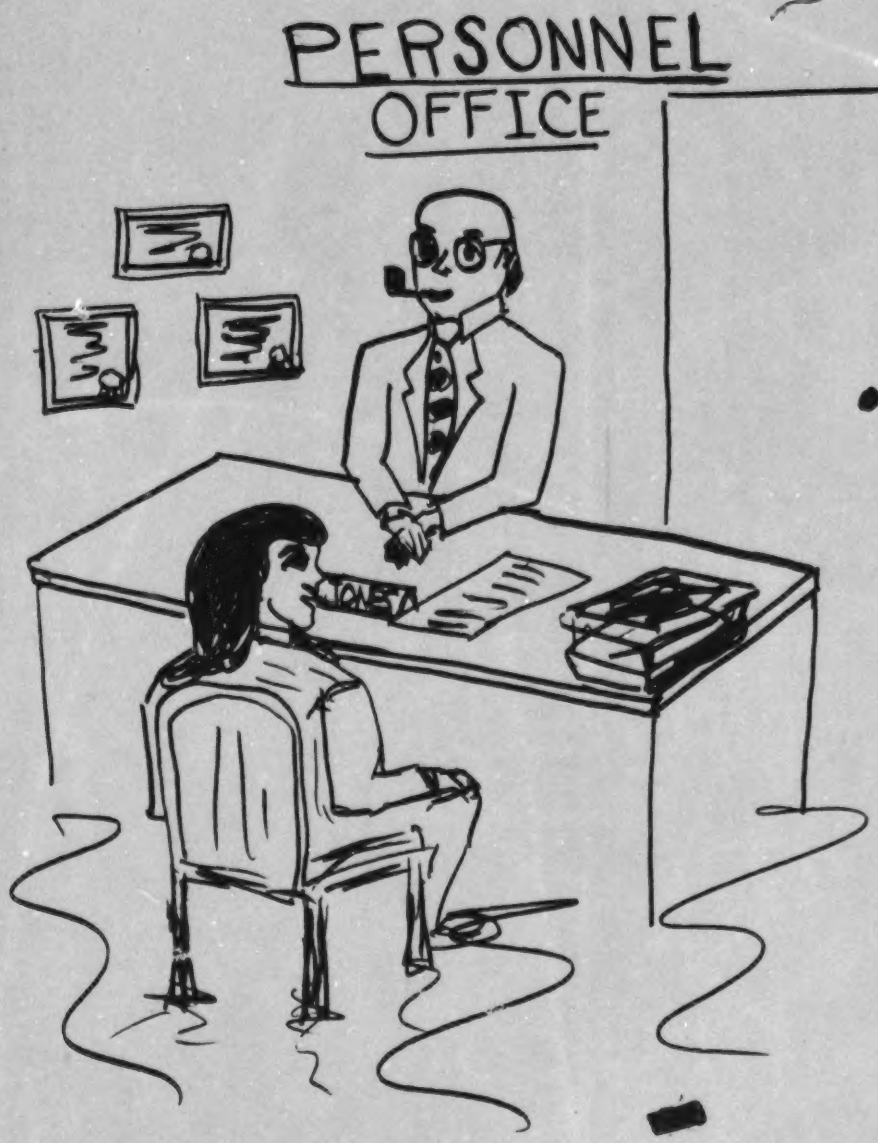
Students need to know about the world of work: about jobs, working conditions, educational requirements, etc.; however, in addition to this information they also need to know how to apply for a job, how to talk to someone about a job, how to ask pertinent and important questions, how to conduct themselves once a job has been found, how to work cooperatively with other people, and how to prepare for a better position. It is a little early to do these things seriously. Certainly no fifth or sixth grader is going to look upon such activities as crucial, and they should not be. At this point they should only be in fun; however, there are many valuable things that can be learned by play-acting and pretending.

1. <u>Role-Playing</u>

Let students divide into groups of two (one the employer and the other a job hunter). The two students could select a job from the consumer and homemaking cluster and study up on it.

The students could then take turns applying for a job. The students could first practice this alone and later before the class.

After all students have had the opportunity to interview for a job that they are familiar with, the teacher could let them switch and apply for jobs about which they know very little. This should give the employer the opportunity to question the job hunter to see if he or she has the necessary qualifications.



2. Following is a mock interview which some of the students might like to stage. Other students may want to use this as a model and write their own skit.

This skit is an example of how not to apply for a job. The students should be asked to observe carefully to see what they think.

I'M SO GREAT

Employer: Come in, young man (woman). (Person is dressed slouchily).

Young Person: Is this the Twobit Industry?

Employer: I beg your pardon. The title is the Tobiten Industry. J.B. Tobiten. He's the boss and owner.

Young Person: Oh, the name wasn't very well written and the lights were dim.

SCOPE	ACTIVITIES	RESOURCES

Employer: Have a seat. (Job hunter tries to sit down in the employer's chair.) Not that one! It's mine! Sit right here in front of the desk.

Young Person: This sure is a hard chair. (Boss frowns.)

Employer: What sort of job did you have in mind? (Very business-like)

Young Person: Just anything. President, Vice-president, Supervisor, you know. (Pretends to smoke a cigarette sloppily)

Employer: How much education do you have?

Young Person: Like one year of high school. I didn't want to fool around with all that stuff and so I decided to do something important like make money. You know? How much do you pay?

Employer: We haven't talked about a job yet.

Young Person: How much vacation? (Slumping in chair)

Employer: Which job? (Irritated)

Young Person: Say, Vice-President?

Employer: Would you believe shop clean-up boy? $1.80 per hour, 40 hours a week, no vacation the first year.

Young Person: Man, you just lost the coolest Vice-President you ever had.

Employer: Is that right?

Young Person: Right! (Getting up) And I'm not going to give you a second chance either. You had the chance to hire me and you blew it.

Employer: That's too bad. Could I show you the door? That's the closet.

Bob Werner, Job Placement Co-ordinator, Knox County Schools, gives a talk on the proper procedure for job interviewing.
525-7686

SCOPE	ACTIVITIES	RESOURCES
	Young Person: I can find the door all by myself. Oops...	
	Employer: That's the old fire escape; don't go out that door!!! I lose more job hunters that way!	
	3. Let students make a poster stating in brief sentences what a person should do during a job interview.	
	Before making the poster, let the class discuss interviewing and let them list the things one should and should not do. They can compare these with the chart below.	Check the instructions for applying for a job given in the appendix.

SO YOU WANT THAT JOB

For a Successful Interview We Suggest:

1. Be familiar with the firm and its business. Then decide what job in its line you can do best.
2. Apply on time and alone. The employer wants to talk with you, not your friends or relatives.
3. Know who the person is that you are to see and call him by name occasionally.
4. State what you can do. Do not claim you "can do anything" because you can't.
5. Be dressed suitably. Fastidious overdress is not in good taste either before or after you get the job.
6. If you have to wait, do so graciously, Don't shuffle around or show impatience.
7. Do not chew gum or smoke.
8. In a private office, stand until invited to be seated.
9. Let the employer do most of the talking.
10. Speak clearly, confidently, courteously. A smile won't hurt you.
11. Do not criticize others, either previous employers or your associates.
12. Do not fear the interview. Most employers are human and considerate. Besides, they are looking for good workers just as you are looking for a good job.

SCOPE	ACTIVITIES	RESOURCES
	The class could judge the interviews of the class by using the chart. Allow 10 points for each statement. Perhaps this could be dittoed and handed to the students so that each student could evaluate each interview. The teacher might want to tape record the interviews to play back to the groups.	

SCOPE	ACTIVITIES	RESOURCES

VI. Concept: Leisure-time activities affect career choice in consumer and homemaking careers.

A. Students should be reminded that vacation is only one thing to consider when deciding upon a job. They will notice that there is a wide difference in the amount of leisure time depending upon the job and the income. The students should discuss the idea of leisure time and whether or not people who do nothing are always happy.

Discussion

1. How is a person's leisure time affected by his job?

   a. Hours
   b. Income
   c. Vacation time
   d. Weekly work schedule (Some work at night, on shifts, on weekends, etc.)

2. Discuss with students the number of days vacation different workers receive. Information about this may be obtained from:

   a. Banker
   b. Teacher
   c. Caterer
   d. Dressmaker

3. Students could ask their parents about the amount of vacation time they receive each year. The class could make a chart of this by jobs.

SCOPE	ACTIVITIES	RESOURCES
	4. The class will want to take a special look at consumer and homemaking jobs as concerns vacation time.	
	5. Why are some jobs almost like vacation themselves? Name some of them.	

SCOPE	ACTIVITIES	RESOURCES

VII. **Concept: Careers are grouped by families in the consumer and homemaking cluster.**

Jobs constitute families just as people do. In careers, as in families, there is a close relationship between the jobs in a family.

Students should discuss job families in consumer and homemaking since this information can be of value to them later in their selection of a career. This information is especially valuable to the worker who may be changing jobs frequently since jobs in a family often require many of the same skills and much of the same knowledge.

Discussion

1. What is a job family?
2. Give some examples from consumer and homemaking.
3. Draw a job tree for consumer and homemaking.
4. What are the skills that a worker might use in all of the jobs below?

   a. Day care worker
   b. Nursemaid
   c. Foster mother
   d. Kindergarten teacher
   e. Nursery school worker

5. Let each student list the skills he already has that could be used in consumer and homemaking.
6. A dressmaker wants to make a wedding dress for a customer. What are the skills she will need?

SCOPE	ACTIVITIES	RESOURCES
	7. A caterer plans a meal for a group of fifty businessmen in a local hotel. He must arrange for entertainment also. What skills does he need?	
	8. Mary has just graduated from college and is planning to teach a kindergarten class. What are the skills she will need?	

SCOPE	ACTIVITIES	RESOURCES

VIII. **Concept: The consumer and homemaking cluster is related to other job clusters.**

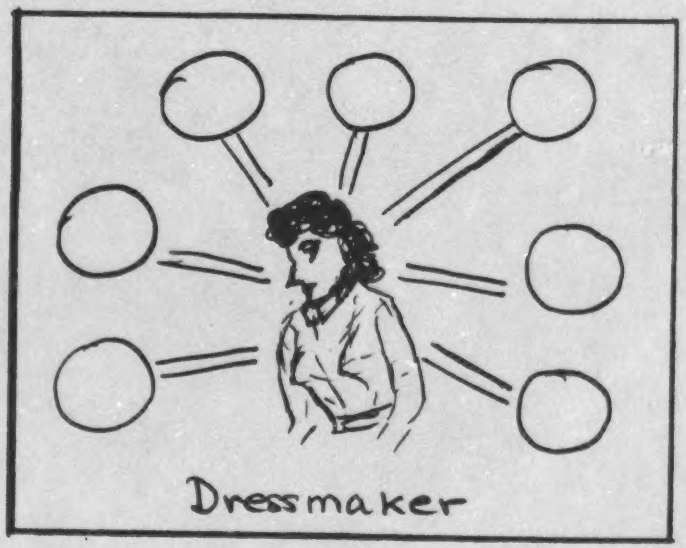
A. What do we mean by the term "cluster"? This may seem like an unnecessary question; however, many children will not understand the concept. The teacher should be sure the students grasp the term before she goes too far into the concept of clusters. A cluster is a group of jobs that are closely related. The cluster may be made up of several job families, all of which are related by certain skills, educational requirements, and personal qualities.

In the course of their work consumer and homemaking workers often come into contact with other workers that are not in their job family or even in their cluster. They are often dependent upon and work very closely with many workers from other clusters.

Discussion

1. What is a cluster?
2. Name things that come in clusters:
   a. Grapes
   b. Bananas
3. What is a job cluster?
4. Are the truck driver and the caterer in the same cluster?
5. Let the class prepare a chart showing the job clusters.
6. How is the dressmaker dependent upon workers from other clusters?
7. Have students prepare a chart with the dressmaker in the center. (Cut out pictures from old magazines and paste in center of posterboard.)

SCOPE	ACTIVITIES	RESOURCES
It is this relationship that is of importance. Knowing that this relationship between various job clusters exists can be very important to the student who is preparing for his future career.	Around this picture paste symbols for the clusters related to the dressmaker. Between the two symbols write in statements explaining how the dressmaker is dependent upon each of the clusters.	Check the appendix for a sheet of the cluster symbols.



APPENDIX

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Book List
Consumer and Homemaking
5 - 6

Adler, Irving	Fibers
Alexander, Arthur	The Hidden You
Ames, Gerald	Food and Life
Andry, Andrew	Hi, New Baby.
Arnold, Paulene	Food Facts for Young People
Aylesworth, Thomas	It Works like This
Banks, Marjorie	How We Get Our Dairy Foods
Barr, Donald	How and Why Wonder Book of Building
Barr, Jene	What Can Money Do?
Beck, Barbara	Vegetables
Beim, Jerrold	Tim and the Tool Chest
Bendick, Jeanne	The First Book of Supermarkets
Berry, Erich	Eating and Cooking Around the World
Better Homes & Gardens	Better Homes & Gardens Decorating Book
Black, Algernon	The First Book of Ethics
Boydorr, John	The Wonderful World of Food
Breetveld, Jim	Getting to Know United Nations Crusaders
Buck, Pearl	Welcome Child
Buehr, Walter	Bread: The Staff of Life

Beuhr, Walter	Cloth from Fiber to Fabric
Buehr, Walter	Food from Farm to Home
Callahan, Dorothy	The Great Nutrition Puzzle
Carson, Byrta	How You Look and Dress
Carter, Phyllis	The Story of Cloth
Checroun, Natalie	Pull Up a Chair
Clayton, Nanalee	Young Living
Colonius, Lelliun	At the Bakery
Cooney	It's Up to You
DeSantis, Mallen	Bubble Baths and Hair Bows
Dow, Emily	Brooms, Buttons and Beaux
Eberle, Irmengarde	The World of Fabrics
Evans, Eva	People Are Important
Evans, Eva	All About Us
Felson	Letters to a Teenage Son
Floethe, Louise	The Farmer and His Cows
Georgior, Constantine	Whitey and Whiskers and Food
Glassner, Sherwin	How the American Economic System Functions
Glynne	The American Girl Beauty Book
Goldenson, Robert	All About the Human Mind

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Graham, Ada	Great American Shopping Cart
Gruenberg, Benjamin	Your Breakfast and the People Who Made It
Hammond, Winifred	Cotton: From Farm to Market
Hammond, Winifred	Plants: Food and People
Hastings, Evelyn	At the Dairy
Helfman, Elizabeth	This Hungry World
Henriod, Lorraine	I Know a Grocer
Hiroch, S.	Fourscore and More
Hoffman, Peggy	Sew Easy
Hollos, Clara	The Story of Your Coat
Hurd, Edith	Come with Me to Nursery School
Jackson, Kathryn	Homes Around the World
Johnson, Lois	What We Eat
Jubelier, Ruth	Jill's Check-up
Jupo, Frank	Nothing to Wear but Clothes
Katzoff, Betty	Cathy's First School
Kenworthy, Leonard	Three Billion Neighbors
Leaf, Munro	Manners Can Be Fun
Lee, Tina	Manners to Grow On
Lent, Henry	Men at Work in the South

Lerner, Marguerite	Michael Gets the Measles
Lerner, Marguerite	Who Do You Think You Are?
Lewinton, Mina	Faces Looking Up
Liang, Yen	The Skyscraper
Lowenherz, Robert	Population
Maginley, C. J.	Historic Models of Early America
Maher, John	Ideas About Choosing
Martin, Lealon	Conquest of Disease
Meeks, Esther	Families Live Together
McDonald, Barbara	Casserole Cooking Fun
McDonald, Barbara	Cooking Fun
Neghbert, Ester	The True Story of Cloth
Neigoff, Anne	Dinner's Ready
Neurath, Marie	Many Foods
Newcomb, Ellsworth	Miracle Fabrics
New York Herald Tribune	Young America's Cookbook
Perkins, Wilma	The Fannie Farmer Junior Cookbook
Perl, Lila	Red-Flannel Hash and Shoo-Fly Pie
Petersham, Maud	Let's Learn About Silk
Petersham, Maud	The Story Book of Things We Wear

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Pitt, Valerie	Let's Find Out About the Family
Post, Elizabeth	The Emily Post Book of Etiquette for Young People
Provus	How Families Live Together
Radlauer	What Is a Community?
Riedman, Sarah	Food for People
Roberts	Where Time Stood Still
Rogers, Matilda	The First Book of Cotton
Romano, Louis	This Is a Department Store
Rosenbaum	Economics of the Consumer
Rosenbaum	How a Market Economy Works
Rossomando, Frederic	Earning Money
Scheib, Ida	The First Book of Food
Schloat, Warren	Milk for You
Schloat, Warren	The Wonderful Egg
Schneider, Herman	Everyday Machines and How They Work
Shannon, Terry	About Food and Where It Comes From
Smaridge, Norah	Looking at You
Speiser, Jean	UNICEF and the World
Stanek	How People Live in the Big City
Stanek, Muriel	How People Live in the Suburbs

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Symons, Arthur	Fix-It Book
Vogel, Ray	The Other City
Waller, Leslie	Clothing
Whitney, David	Let's Find Out About Milk
Wilkinson, Jean	Come to Work with Us in a Hotel
Young, Dot	Dot Young's Sewing Book
Young, Marjabelle	Stand Up, Shake Hands, Say "How Do You Do?"
Zim, Herbert	Things Around the House
Zim, Herbert	Your Food and You

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RESOURCE PEOPLE

Mr. Kemp Fain
Financial Service Corporation
588-6544

Mrs. Amaryllis S. Deaton
New Hopewell School
577-4545

Mrs. Ellen Monroe
KUB
524-2911

Mrs. Ann Dooley
KUB
524-2911

Linda Cruze
KUB
524-2911

Becky Davis
KUB
524-2911

Mr. Tom Milligan
KUB
524-2911

Mr. Bob Werner
Job Placement Coordinator
Knox County Schools
525-7686

Mrs. Katherine Greenwood
Regional Supervisor
Home Economic Education
525-7307

Miss Willa Selvey
Elementary Supervisor
Knox County Schools
525-6261

Marcie Pape
Youth Coordinator
Miller's Department Store
524-4040

Karen Henry
Fashion Coordinator
Sears
546-8111 Ext. 216

Mr. Walter McMillan
Job Placement Coordinator
Knox County Schools

Mr. John Hudson (Talks of the Family)
Child and Family Services
Knoxville
524-7485

Maggie Barnard
Child and Family Services
Knoxville
524-7483

Resource People for the Welfare Department - 546-1530

Mary Arms
Child Development
Ext. 288

Charlotte Turner
Child Department
Ext. 287

Margaret Guess
Social Work
Ext. 287

Carolyn Condry
Social Work
Ext. 294

Elizabeth Miser (**Note: Call Mrs. Miser for scheduling all the above.)
Child Development
Social Work
Ext. 208

FILM LIST

Buying and Selling
Inflation and You
Money
Money and Government
Money and Panic
Money Goes to Work
Our Money System
State and Local Taxes
Too Little Spending
At Home in the Evening
Brothers and Sisters
Family Fun
Getting Ready for Bed
Getting Ready for School
Growing Up
Helping Mother
Keeping Busy
Our Family to the Rescue
Food from the Sun
Food Store
Fruit (Food for Us)
Getting Food Ready for Market
Keeping Food from Spoiling
Kinds of Food
Marvelous Peanut
Milk
Production of Food
Story of Food
Sugar Through the Ages
Vegetables (Food for Us)
What's in Our Food?
Where Food Comes From

Buttonholes (Sewing Series)

Buying Food Wisely

Cooking Terms (Cooking Series)

Cotton Fabrics (Consumer Education)

Finishing Touches (Sewing Series)

Getting Acquainted (Child Care)

How to Cook Meat by Dry Heat

How to Cook Meat by Moist Heat

Keeping Children Happy (Child Care)

Keeping Children Safe (Child Care)

Materials (Sewing Series)

Measuring Accurately (Cooking Series)

Rayon Fabrics (Consumer Education)

Retail Store (Consumer Education)

Safety in the Kitchen (Cooking Series)

Seams (Sewing Series)

Select Your Style (Consumer Education)

Serving Meals (Cooking Series)

Sleeves and Necklines (Sewing Series)

Slide Fasteners (Sewing Series)

Special Daytime Problems (Child Care)

Sterling Silver on Your Tables

Storing Food (Cooking Series)

Using Your Pattern (Sewing Series)

Wool (Clothing and Shelter)

Wool Fabrics (Consumer Education)

Eskimo Family (Families Around the World)

Family of Brazil (Families Around the World)

Family of Central Asia (Families of Other Lands)

Family of Guatemala (Families Around the World)

Family of India (Families of Other Lands)

Family of Israel (Families Around the World)

Family of Jamaica (Families of Other Lands)

Family of Jordon (Families Around the World)

Family of Mexico (Families Around the World)

Family of Scotland (Families Around the World)

Family of West Germany (Families of Other Lands)

Family of Yugoslavia (Families Around the World)

Getting Along with Your Brothers and Sisters (Family Living)

Is There a Typical Family? (Family Living)

Parents Are People Too (Family Living)

BULLETIN BOARD IDEAS

1. A bulletin board made up of pictures of tempting dishes. (Cut from old magazines)
2. Pictures of tools and products used in housekeeping. (Cut from old magazines)
3. Let each student draw, color, and place on the bulletin board a picture of himself as a consumer or homemaking worker.
4. Place sample of creative writing on bulletin board.
5. Put up poster showing names of parents involved in consumer and homemaking and what their jobs are. Pictures of each worker could be cut from magazines and placed beside each job.
6. Pictures cut from magazines of families doing various things at home.
7. A large picture of a worker (three feet tall) with captions explaining what he or she does.
8. Make a bulletin board using the labels from various foods or household products.
9. Using newspapers make a bulletin board of the best bargains of the week.
10. Bulletin board of suggestions for applying for a job.
11. Picture of person properly dressed contrasted with picture of person improperly dressed.
12. Bulletin board using Charlie Brown as a cartoon character for career education. The caption could be some of the concepts used for career education or self-concept.
13. Bulletin board made up of cartoons from the book of cartoons from S.P.I.C.E.

Nursemaid

Foster mother

Child-care attendant (school)

Kindergarten teacher

Day care worker

Laundress

Clothing management specialist

Wardrobe specialist worker (motion picture)

Dresser (amusement and recreation)

Nursery school teacher

Wardrobe mistress (amusement and recreation)

Wardrobe attendant (amusement and recreation)

Dressmaker

Seamstress

Garment inspector

Costumer (motion pictures)

Caterer

Director (school lunch program)

Manager (cafeteria or lunchroom)

Food products tester

Food service supervisor

Caterer helper

Home lighting demonstrator

Home service representative

Home lighting adviser (light, heat, power)

Slipcover cutter (house or car)

Hand sewer

Drapery operator

Slipcover seamstress

House mother (private school or college)

Executive housekeeper

Management aide

Home demonstration agent

Inspectress (hotel or restaurant)

Maid (motel, hotel, home)

Maid (hospital)

S.P.I.C.E. UNIT CHECKLIST

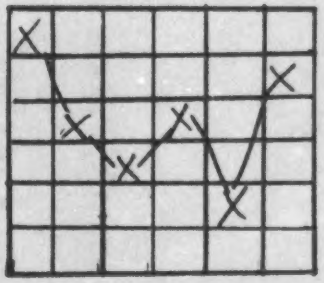
Below check the column ✓ that best expresses the degree to which you have taught the specific concepts set forth in your career education manuals:

	Very Little	Some	Extensively
1. Integrated career education into the total curriculum.			
2. Helped students recognize their abilities, ambitions, and limitations as they relate to a career.			
3. Helped each student see himself as important and necessary.			
4. Helped students develop an appreciation for all jobs.			
5. Helped students understand why work is desirable.			
6. Helped students understand why work is necessary.			
7. Helped students understand the changing nature of the world of work.			
8. Helped students relate their school work to the world of work outside the classroom.			
9. Helped students see the importance of getting along with others.			
10. Helped students participate in hands-on activities that broaden their knowledge and increase their awareness of jobs.			

Chart of Abilities

To complete this evaluation on each student at the end of the year, mark an x in the appropriate boxes and join them with a straight line.

Sample:



Student's Name _____

	Decision Making	Manual Skills	Planning and Organization Skills	Creativity and Inventive Skills	Academic Skills	Self-Concept	Career Maturity	Artistic Ability
Excellent								
Average								
Poor								

To be placed in CR-2 folder

EVALUATION

1. Students will be able to name ten skills in consumer and homemaking that are learned in part by observing.

2. Students will list four ways interaction between workers helps improve knowledge about careers.

3. Students will be able to deal with five occupations from consumer and homemaking indicating other jobs they are qualified to do.

4. Students will be able to name four new careers in consumer and homemaking that have come about in the last ten years due to technological or sociological change.

5. Students will be able to list five reasons why career information is important and necessary to everyone.

6. Students will be able to list five ways in which leisure time is affected by jobs in consumer and homemaking.

7. Students will know three job families in consumer and homemaking.

8. Students will be able to name five other clusters upon which consumer and homemaking workers are dependent.

THOUGHTS PERTINENT TO APPLYING FOR A JOB

The employer wants to hear:

1. That you can handle the job.

2. That you are willing to work with him.

3. That you will be there every morning at the agreed upon time. That you will, in return for a full day's pay, demonstrate you have earned that pay.

Other suggestions:

4. If any unforeseen event prevents your appearance upon the job, let your employer know well in advance. Never leave him wondering where you are.

5. Do not be negative--be POSITIVE in your approach and anything you tell the employer during the interview.

6. The employer would rather hear of your successes than failures. Don't leave anything of a negative nature with him to mull over in your absence.

7. Never tell him you haven't had any experience for the job you are applying for.

8. Dress sensibly--neatly, and above all be clean and fresh-smelling. Take a bath the morning before the interview and have clean, sweet-smelling clothes ready to put on. If possible, use an underarm deodorant. However, don't overdo it. Never overpower a prospective employer with strong perfumes, after-shave lotions. etc.

9. Above all, be a good listener. Leave him with the feeling that you would be an excellent employee to have around his organization, that you would be easy to get along with, that you can take advice and criticism and are not too radical. You cannot tell him you won't get a haircut (if your hair is girl length and you are a boy) and he has to give you a job. It is his prerogative to select the people he wants to fill the job because it is his organization and he wants it that way. If you refuse to conform to rules, regulations, and requirements for a particular job, there are plenty of employers who will not give you a chance.

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10. Are you interested in the job for which you are applying? No employer wants to hear you say, "I'll try it for a few days." Employers are looking for people who will stay with them, who are seeking a permanent job, and who will be a credit to the organization.

11. Are you looking for a "job"? Or are you looking for "work"? Do you know how to spell "work"? Too many people are looking for a "job" and not enough for "work"!!! "Work" implies to an employer that you are ready to tackle anything he has to offer and that you are willing to tackle it. The people who are looking for a "job" say they are hired to type and not to file--or hired to bus tables, not to sweep and mop floors--etc. People who want to "work" will find things to keep them busy and productive.

Cluster Symbols

S.P.I.C.E. ACTIVITY RECORD

School _____ Grade _____ Teacher _____

Below give us a brief summary of some of the things that you have been doing in career education. If you have had resource persons in, tell us who they were. If you have done other things, indicate what they were:

1. Speakers or resource persons _____
   _____
2. Films _____
   _____
   _____
3. Books _____
   _____
4. Field trips _____
   _____
5. Skits (titles) _____
   _____
   _____
6. Bulletin boards _____
   _____
   _____
   _____
7. Hands-on activities _____
   _____
   _____
8. Art _____
   _____
   _____

9. Class meeting _____

10. Role-playing _____

11. Creative writing _____

12. Filmstrips _____

13. Records or cassettes _____

14. Parent helpers _____

15. Other helpers _____

16. Other activities _____

17. Guidance activities _____

_____

_____

Future Plans _____

_____

_____

Dear Parent,

School Programs In Career Education is attempting to give boys and girls a broad knowledge about many different jobs. We are sure that you will find your child's knowledge of the world of work increasing daily. We hope that much of what the students learn will come from parents of South Knox County who are willing to sit down with a class of students and discuss their work.

The parent is not asked to make a speech but rather to come dressed in his or her work clothes and simply discuss his or her work with the children. If the parent can bring some tools of his trade or something else related to his work to show to the children, this will be very greatly appreciated by the students.

Parent's name _____

Address _____

Phone _____

Job title _____ Job location ____

Day or days of the week that would be most convenient for you _____

The time of day you could come _____

Signature _____

Activities for Integrating the Skills into Consumer and Homemaking

MATH

1. Let the students study the labels of food containers to see what part of each ingrediant is in the container. Use fractions. 1/2, 2/3, 3/4, etc.

2. The students could make a graph showing the proportion of each ingrediant.

3. The students could take food items from the supermarket and check their weight to see if it corresponds to that on the label.

4. The students could study the weight information given on the label and convert this to other forms of measurements. Ounces to grames, pint to ounces, quarts to pints, quarts to pounds and ounces, etc.

5. Let students work with decimals in determining miles per gallon of gas, amount of a liquid in a container when reduced to a smaller container, in using money for shopping.

6. The four basic mathematical functions can be used when dealing with money. Let the students plan their budget around a given amount of money, and let them spend this amount over a period of time divided into units of days, weeks, months, etc.

7. Let the students pretend to be workers and let them practice keeping their own time, deducting lunch and coffee breaks, etc. Let them convert this into wages at a set amount per hour. Explain the difference between salaried workers and hourly workers.

8. Let the students study time and make out their own daily schedule based on time.

9. Let the class study receipts and practice measuring the quantities suggested in the receipts.

10. Let the class examine clothes and shoe sizes. This would include coler size, sleeve and trouser length, waist and bust measurements, shoe sizes for girls and women, shoe sizes for boys and men.

LANGUAGE ARTS

1. Enhance vocabulary learning by introducing new words and terms. Defing the terms, use them in written work and oral activities. List these words on posters, in notebooks, and use them in spelling games to help reinforce their learning.

2. Have students do outside reading in connection with their research projects. Encourage them to share their findings with other class members in the form of an oral report with a visual aid.

3. Give the students practice in using resource books in gathering information and in writing short written reports.

4. Have youngsters collaborate on preparing an interview form to use on field trips and with resource people. Talk about appropriate questions to ask the resource person and the importance of wording them carefully.

5. Let the students imagine that they are some worker in consumer and homemaking. They can write a paper telling all they know about their job.

6. Read interesting information from the news relating to consumer and homemaking.

7. Let students gather newspaper articles and form a weekly bulletin board.

8. Have an oral report day each week at which time each student gets to tell something interesting that he or she has done or learned about consumer and homemaking.

9. The students can take any creative writing they have done relating to consumer and homemaking and examine it from the point of view of grammer. Identify parts of speech, punctuation, spelling, sentence structure, etc.

SCIENCE

1. Let the class discuss various household chemicals in order to determine what is harmful and what is not. This could include soups, bl[redacted]s, pesticides, garden bug dust, medicine in the medicine cabinet.

2. The class could discuss the taking of prescription and nonprescription drugs and their effect on the body.

3. The class could discuss the scientific method of investigation and what is meant by research.

4. Let the students discuss the effect of heat on different types of food and how the composition is changed by heat.

5. Let the class discuss the freezing of different fruits and vegetables and the effect produced. The class could make a poster listing the fruit or vegetable, the effect of freezing and the best method for preserving each.

6. Discuss the effect of salt and spices upon food.

7. Help the students identify as many different types of food as they can. This will involve the study of the diets and eating habits of many countries.

8. Discuss the importance of water to our body and to our lives. List as many ways as you can that water is used in cooking.

ART

1. Student can practice drawing cartoon characters representing their favorite activity at home. Commercial is a profession that can be started early and many artists get their start in the elementary classroom. The teacher can obtain information on commercial art and cartoon drawing through the local library. Perhaps the class could adopt the best cartoon character for the class.

2. Role playing activities are more successful if scenery is used. Let the class use a wide variety of materials and art supplies in designing and making scenery, props, and costumes.

3. Conduct a discussion with the class on the use of art in decorating homes, in designing clothes, in preparing labels for food products, etc. Let the class identify other uses of art in consumer and homemaking.

4. Design a colorful mural depicting the foods that are needed in a well balanced diet, or let the mural represent some of the students own creative talent in clothes design or in representing many of the different workers from consumer and homemaking.

5. Have students collect magazine and newspaper pictures of different foods, clothing, or furniture, and make a collage of these pictures.

6. Make an attractive poster representing the best lable for food stuff designed by the class.

7. Have students make dioramas, models or shadow boxes depicting their family at the table.

Vocabulary Words for
Consumer and Homemaking
5-6

Vocabulary Study - Let the students use the words provided in this vocabulary list, plus additional words of their own, and make a Consumer and Homemaking Dictionary. The students will need to carry out the following tasks:

1. Arrange all words alphabetically
2. Look up meanings of words that are not well known, and write a definition for each word.
3. Draw pictures to illustrate words where possible.
4. Cut pictures out of old magazines; paste them in the dictionary to help define words.
5. Design a cover and make up a title for the dictionary.

The following books available at the Knox County Materials Center were used as resource books in compiling this vocabulary:

Van Der Linde - Around the World in 80 Dishes
Dorothy Calliahan - Young America's Cook Book
Gladys Taber - My Own Cook Book
Perkins - The Fannie Farmer Junior Cook Book

Vocabulary Words for
Consumer and Homemaking
(It is suggested that the teacher allow students to look these words up in a dictionary)

1. Cinammon
2. Aragano
3. Pizza
4. Pepirroni
5. Spaghetti
6. Tarter sauce
7. Oysters
8. Flounder
9. Perch
10. Lobster
11. Snails
12. Frog legs
13. Pork
14. Beef
15. Lamb
16. Vinsen
17. Mutton
18. T-bone steak
19. Ribroast
20. Shoulder roast
21. Tinder loin
22. Smorgasboard
23. Buffet dinner
24. On the house
25. Pancake turner
26. Sauce pan
27. Double boiler
28. Wooden spoon
29. Frying pan
30. Electric mixer
31. Measuring spoon
32. Rolling pin
33. Salt
34. Pepper
35. Tablecloth
36. Plates
37. Napkin
38. Cup
39. Saucer
40. Casserole dish
41. Flour sifter
42. Can opener
43. Paring knife
44. Butcher knife
45. Cereal
46. Vegetable brush
47. Cake pan
48. Celery
49. Asparagus
50. Brockley
51. Green beans
52. Carrots
53. Onions
54. Radishes
55. Lettuce
56. Cabbage
57. Green peas
58. Blackeyed peas
59. Butter beans
60. Crout
61. Cracklins
62. Sausage
63. Salami
64. Navy beans
65. Kidney beans
66. Liver
67. Fudge
68. Taffy
69. Shrimp
70. Souffle dish
71. Balance scales
72. Colander
73. Wire whisk
74. Dilute
75. Dissolve
76. Saute - to cook in a frying pan with a small amount of butter or fat, stirring often.
77. Sprinkle
78. Rare
79. Apron
80. Parmesan cheese
81. Cheddar cheese
82. Blue cheese
83. Bouillon
84. Minestrone (Italian)
85. Herbes
86. Parsley
87. Tarragon
88. Marjoran
89. Olive oil
90. Cutlet
91. Veal
92. Olive (green, black)
93. Cloves
94. Mustard
95. Appetizer
96. Chipped beef, ham
97. Cocktail
98. Watermelon
99. 3ggnog
100. Butterscotch
101. Dumplings
102. Griddlecakes
103. Rye bread
104. Yeast bread
105. Cafe on lait - coffee with cream

106. Peppermint
107. Applesauce
108. Boston cream pie
109. Ginger snaps
110. Lemon chiffon
111. Peanut brittle
112. Divinity
113. Poultry
114. Rolled oats
115. Sandwiches
116. Tart
117. Chop suey
118. Clam
119. Almond
120. Frozen Mousse
121. Sherbert
122. Mushroom
123. Anchovy
124. Cottage cheese
125. Croquettes
126. Haddock
127. Halibut
128. Mackerel
129. Salmon
130. Shell fish
131. Clambake
132. Chowder
133. O la Newburg
134. Glazed
135. Stuffed
136. Garnishes
137. Giblet gravy
138. Macaroni
139. Hungarian goulash
140. Fricassee
141. Meringue
142. Avocado
143. Horse raddish
144. Rocquefort cheese
145. Sour cream
146. Caviar
147. Shish kebab
148. Goat milk
149. Soybean
150. Turkey
151. Yorkshire pudding
152. Enchiladas
153. Tacos
154. Egg roll
155. Beef Stroganoff
156. Wiener Schnitzel
157. Custard
158. Chocolate
159. Cocoa
160. Coffee
161. Chop suey
162. Chili con carne